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Implementing the Humanistic Approach in 21st-Century Interactive Arabic Language Learning at Madrasah Ibtidaiyah

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Abstract

The purpose of this study is to elucidate the paradigm of the humanistic approach in 21st-century interactive Arabic language instruction at Madrasah Ibtidaiyah. This research employs a library research methodology, sourcing data from literature, various websites, journals, dictionaries, encyclopedias, documents, and magazines. The findings demonstrate that the humanistic approach is instrumental in helping students comprehend Arabic by integrating contemporary digital learning developments. This approach focuses on nurturing students' cognitive, affective, and psychomotor skills through a supportive and engaging educational environment. The study highlights the necessity of this approach in overcoming the challenges students face in learning Arabic, ensuring a more enjoyable and less daunting learning experience. The humanistic approach serves as a strategic framework to facilitate effective Arabic language acquisition, aligned with the demands of 21st-century education.

Keywords: Humanistic Approach; 21st Century Learning; Arabic Language Instruction

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INTRODUCTION

This study aims to describe and analyze the implementation of a humanistic approach in interactive Arabic language learning in the 21st century at *Madrasah Ibtidaiyah*. The objective of this research is to identify and evaluate the effectiveness of the humanistic approach in enhancing students' Arabic language skills, considering the advancements in technology and the educational needs in the digital era. The development of information and communication technology has brought significant changes in various aspects of life, including education [1]–[6]. The Fourth Industrial Revolution demands an updated educational system that can produce graduates equipped with 21st-century skills such as critical thinking, effective communication, collaboration, and creativity (the 4Cs) [7]–[13]. Today's educational system must be capable of integrating technology into the learning process to meet these demands.

However, Arabic language learning in Indonesia still faces numerous challenges. Students often find it difficult to grasp the Arabic language, whether in *Madrasah* or pesantren. Several factors contribute to these difficulties, including unengaging teaching methods, boring learning environments, and low student involvement [14]–[16]. This situation highlights a gap between the teaching methods used and the students' needs. The humanistic approach offers a potential solution to address these issues [17]–[19]. This approach focuses on human aspects such as individual potential development, enjoyable learning experiences, and emotional engagement of students. In the humanistic approach, teachers act as facilitators who assist students in developing cognitive, affective, and psychomotor abilities. This approach also emphasizes the importance of a supportive and non-threatening learning environment, making students feel more comfortable and motivated to learn.

The novelty of this study lies in the application of the humanistic approach in the context of interactive Arabic language learning in the digital age. This research not only focuses on theory but also on the practical implementation of the humanistic approach in Arabic language learning. Therefore, this study is expected to make a significant contribution to the development of more effective, innovative, and enjoyable teaching methods, which can be adopted by teachers in *Madrasahs* to improve students' Arabic language skills. This study will explore how the humanistic approach can be applied in Arabic language learning by utilizing digital technology, and how this approach can enhance students' 4C skills. Additionally, the research will identify the challenges and obstacles faced in implementing the humanistic approach and provide practical recommendations for educators to optimize Arabic language learning in *Madrasah*.

Thus, this research not only provides a deeper understanding of the humanistic approach in Arabic language learning but also offers practical solutions that can be applied to improve the quality of Arabic language education in Indonesia.

METHODS

This study employs a library research method. Library research involves a series of activities to obtain data through reading, recording, and analyzing available resources in libraries and on the internet, including books, journals, encyclopedias, documents, and magazines.

Materials and Instruments

Data were obtained from various literatures, including academic books, scholarly journal articles, encyclopedias, dictionaries, and electronic documents from relevant websites. The main instruments in this research are computer devices and internet access for searching and downloading relevant literature. Additionally, reference management software such as Mendeley or Zotero was used to facilitate the organization and citation of sources.

Research Procedure:

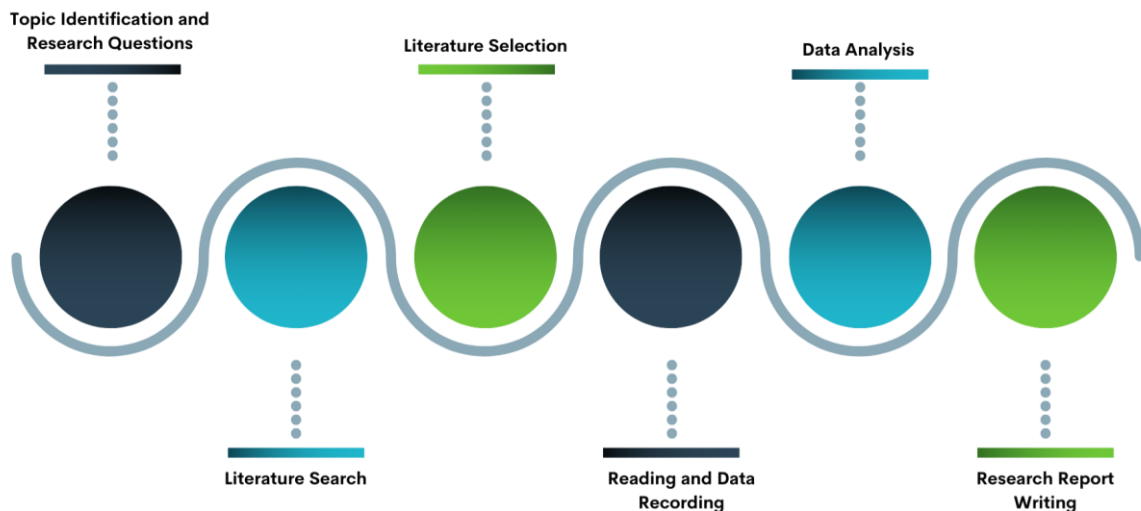


Figure 1. Dick and Carey Development Model

1) Topic Identification and Research Questions: The first step is to determine the topic and formulate the research questions to be addressed by this study; **2) Literature Search:** Literature is searched using relevant keywords through academic databases such as Google Scholar, JSTOR, and university digital libraries; **3) Literature Selection:** The obtained literature is selected based on relevance, quality, and source credibility. Peer-reviewed journal articles are given top priority; **4) Reading and Data Recording:** The selected literature is carefully read, and relevant data is recorded and analyzed. Data recording includes noting important quotations, main ideas, and findings that support the research questions; **5) Data Analysis:** The collected data is analyzed using a descriptive-analytical approach to identify main themes and answer the research questions; **6) Research Report Writing:** The analysis results are then organized into a systematic research report, including an introduction, method, results, discussion, and conclusion.

RESULT AND DISCUSSIONS

This study aimed to evaluate the effectiveness of the humanistic approach in teaching Arabic at elementary madrasahs in the 21st century. The following are the findings from this research:

Listening Skills (Istima')

Through the "Telephone Snake" or "Chain Message" game, students are invited to listen to and understand messages relayed from one student to another. The results show that students involved in this game are better able to capture and interpret oral information accurately. Students who

frequently practice with this game show significant improvements in their listening abilities, as evidenced by their higher accuracy in repeating the messages.

Listening Skills (Istima')

The "Introduction Pen" and "Guess Your Partner" games were used to train speaking skills. Students are required to introduce themselves and provide information about themselves in Arabic. Results indicate that students become more confident and fluent in speaking Arabic. They are able to construct more complex sentences and show improvements in their speaking skills.

Reading Skills (Qira'ah)

The "Picture Game" involves students reading picture descriptions and answering related questions. Students are divided into groups and asked to explain the pictures in detail. The results show improvements in reading comprehension, with students being better able to identify key information from texts and pictures.

Writing Skills (Kitabah)

The "Complete the Picture and Write its Name" and "Paper Strips (Strip Story)" games were used to train writing skills. Students are asked to write descriptions of pictures and arrange sentences from given strips of paper. The results show improvements in writing skills, with students being able to construct coherent paragraphs and use a broader vocabulary.

The significance of these research findings demonstrates that the humanistic approach has a significant positive impact on teaching Arabic at elementary madrasahs. Here is a more detailed discussion of these findings:

Supportive Learning Environment

The humanistic approach creates a supportive learning environment where students feel safe and valued. This is crucial as a positive learning atmosphere encourages students to actively participate and express their ideas without fear of making mistakes. Students who learn in a supportive environment tend to show improvements in all aspects of language skills because they feel more motivated and confident.

Holistic Development of Cognitive, Affective, and Psychomotor Aspects

The humanistic approach emphasizes the holistic development of students, covering cognitive (knowledge), affective (emotions), and psychomotor (physical skills) aspects. The research findings show that students involved in interactive and enjoyable learning activities tend to master the learning material more quickly. Examples of games like "Telephone Snake" and "Introduction Pen" not only train language skills but also develop students' social and emotional abilities.

Relevance to 21st Century Skills

The humanistic approach is highly relevant to 21st-century skills that emphasize the 4Cs: Critical Thinking, Communication, Collaboration, and Creativity. The research findings show that students taught with this approach can think critically, communicate effectively, collaborate with peers, and demonstrate creativity in learning. For instance, through the "Picture Game," students are

encouraged to think critically in interpreting pictures and explaining their meanings, while through "Guess Your Partner," they learn to collaborate and communicate with team members.

Challenges and Solutions:

Although the humanistic approach has many advantages, there are challenges in its implementation. One main challenge is the need to develop methods that can accommodate the diverse characteristics of students. This approach must be flexible and adaptive to meet the individual needs of students.

Solutions include continuous training for teachers so they can develop and implement innovative and effective teaching methods. Additionally, using technology in education can help address some of these challenges by providing diverse and engaging learning resources.

Overall, the findings of this study affirm that the humanistic approach to teaching Arabic at elementary madrasahs is highly effective and relevant in addressing the educational challenges of the digital era. This approach not only helps students learn Arabic but also develops essential skills needed for success in the 21st century.

CONCLUSION

This study concludes that the humanistic approach in interactive Arabic language learning in the 21st century has a positive impact on the development of students' language skills in Madrasah Ibtidaiyah. This approach emphasizes the cognitive, affective, and psychomotor aspects of students, aiding them in comprehending and mastering Arabic more effectively. In the context of the 21st century, the 4C skills (Critical Thinking, Communication, Collaboration, and Creativity) are highly relevant and can be integrated with the humanistic approach to enhance student competencies. The operational stages of this approach include continuous guidance and explanations, role-playing activities, and active participation of educators in setting examples for students. The implementation of this strategy in Indonesia still requires further development, particularly in the utilization of appropriate methods and learning media tailored to the varying intelligence levels across different educational stages. Overall, the humanistic approach grants students the freedom to express themselves, increases their enthusiasm for learning, and creates a more enjoyable and interactive learning environment. However, challenges in implementing this approach must be addressed through methodological adjustments and ongoing development to ensure the success of Arabic language learning in this digital era.

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CONFLICT OF INTEREST

"The authors declare no conflict of interest."

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